

Multiple-Meaning Words

STUDENT OBJECTIVES

- Identify multiple-meaning words
- Use context clues to determine the meaning of multiple-meaning words

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 161
- **Practice Worksheets**, Levels A and B, pp. 162–163
- **Reteaching Worksheet**, p. 164

Teach

- 1. Multiple-Meaning Words:** Stress the idea that a multiple-meaning word depends on its **context**: a “*suit* up” at a basketball game means something very different from “same *suit*” in a game of crazy eights. Remind students that the first way to try to define any unknown word, is to study the context in which it appears. Multiple-meaning words may be familiar, but-since one meaning is appropriate and another is not, context can provide the answer.
- 2. Teaching Multiple-Meaning Words:** Distribute the **Lesson Summary** and guide students through the **Academic Vocabulary**. Review the steps for determining the appropriate meaning in context. Discuss the following points with students:
 - **Parts of Speech:** Identifying the part of speech is the quickest way to eliminate a number of definitions of a multiple-meaning word. To determine a word’s part of speech, look for telltale clues. For instance, if a word is preceded by an article, it is a noun. If it has a verb ending such as *-ed*, it is a verb.
 - **Context Clues:** Once you narrow down the part of speech, you can try all the definitions you know that fit it. If you are unsure of the part of speech, simply try all definitions you can think of.
 - **Dictionary:** If you aren’t sure you have found the correct meaning of the word, check the dictionary. Use a process of elimination to find the meaning that fits the context.
- 3. Guided Practice:** Work through the example sentence on the **Lesson Summary**. Have a student read the sentence aloud. Then guide volunteers through the **Here’s How** steps to determine the appropriate definition of *cup*.
 - Ask: What part of speech is *cup* in the example sentence? (*noun*)
 - Have students give all definitions they can think of for the noun *cup*. (*Be sure to include a verb definition as well as nouns.*)
 - Ask students to identify context clues that will help them choose the correct definition. (*Chef is a context clue.*) Since *cup* is something a chef is adding to a recipe, the best meaning is “an eight-ounce measure.”

QUICK CHECK. Write the following sentence on the board. Have students use as many steps as they need to determine the correct meaning of the underlined multiple-meaning word.

The pitch was a fast strike over the plate.

MULTIPLE-MEANING WORDS, CONTINUED

(The article “the” shows that “pitch” is a noun. Definitions include: a throw of a baseball toward the batter; sticky, tarry substance; sales presentation; slope of a roof; specific musical tone or note; high or low frequency of sound; specific area of a cricket field. “Strike over the plate” makes it clear that the context is baseball. Therefore the first definition is correct.)

Practice and Apply

Practice activities on multiple-meaning words appear on pp. 162–163.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *noun; c; set down on*
2. *noun; d; warming*
3. *verb; b; motion, voice vote*
4. *verb; c; high on the ladder, up to her*
5. *adjective; a; judge, hear both sides*

Answer Key: Practice Worksheet B

1. *noun; hole filled with water; c*
2. *noun; container; b*
3. *verb; travel toward or move toward; c*
4. *adjective; solemn or unhappy; c*
5. *verb; damage or destroy; a*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly identify parts of speech and definitions in four out of the five items.
- **Practice Worksheet B:** Students should provide reasonable definitions and correctly identify sentences in at least four of the five items.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the example and relate it to the definitions in **Academic Vocabulary** and the steps in **Here’s How**. Have students practice on the multiple-meaning words *fast*, *strike*, and *plate* in the Quick Check example. Then, have them complete the **Reteaching Worksheet**, p. 164.

Answer Key: Reteaching Worksheet

1. *verb; to turn pages; pages*
2. *noun; mammal that can fly; swooped, squeaking in alarm*
3. *verb; to fail to float; Titanic*
4. *adjective; thin, sparse, silky; ribbons always slipped off*
5. *noun; license or permit; admit me for free*